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ABSTRACT

The Data Bank is an on-going information system that collects and stores data on international programs conducted by U.S. accredited 4-year colleges and universities. Information collected is coded and stored on punch cards and processed by computer. Each program is coded in 2 ways. Data cards are prepared that contain quantitative information concerning each program (type of program, source of funding, foreign area of focus, number of people involved yearly, etc.), as well as several characteristics of the U.S. university administering the program. The second coding method consists of condensing information about each international program into a verbal description that is punched on cards. Such paragraph descriptions, when stored on punch cards, enable the Data Bank to produce selected program inventories in terms of variables such as program type, subject matter, foreign area focus, U.S. sponsoring institution, funding source, and so forth. (Author/HS)

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TECHNICAL AND FINAL REPORT
FOR YEAR OF RESEARCH
June 1, 1971 to May 31, 1972

Contract No. OEC-0-70-4548 (823)

ICED DATA BANK ON INTERNATIONAL PROGRAMS OF HIGHER EDUCATIONAL INSTITUTIONS

Stephan F. Brumberg
International Council for Educational Development
522 Fifth Avenue
New York, New York 10036

May 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies

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The research reported herein was performed pursuant to a contract with the Institute of International Studies, USOE, U.S. Department of Health, Education, and Welfare, under provisions of Title VI, Section 602, of the National Defense Education Act, Public Law 85-864, as amended.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies

TABLE OF CONTENTS

		Page
	List of Tables and Appendix	iii
	Data Bank Staff	vi
I.	Technical Report for Contract Year June 1, 1971 to May 31, 1972	1
	A. 1969-1970 Information Collection	2
	B. Area Studies Directory	4
	C. Requests	5
	D. Future Activities	5
II.	Findings and Analysis	6
	A. Survey Response Rate	6
	B. Program Reporting for 1968 and 1970	8
	C. Program Terminations and Additions by Type of Program and World Geographic Focus	10
	D. Spread and Degree of International Programs Activity, 1968 and 1970	17
	E. Programs by Type of University Sponsorship, Size and World Geographic Focus	20
	F. International Programs by Type	28
	G. Programs by Type and Year of Inception	33
	H. Technical Assistance and Area Studies	36
	I. Study Abroad and Area Studies	38
	J. Degree and Non-Degree Programs of Area Studies Centers	42
	K. Summer Versus Winter Study Abroad	43

	Page
L. Consortia	48
M. Conclusion	48
Appendix A	51

List of Tables and Appendix

		Page
Table 1 -	Total Responses to Data Bank Mailings as of May 30, 1972	3
Table 2 -	International Programs of U.S. Colleges and Universities: Response Records 1968 and 1970	9
Table 3 -	International Programs Reported Terminated in Academic Years 1968-1969 and 1969-1970 by Program Type and World Geographic Region	11
Table 4 -	International Programs Reported Initiated in Academic Years 1968-1969 and 1969-1970 by Program Type and World Geographic Region	12
Table 5 -	Consortia-Sponsored International Programs Reported Terminated in Academic Years 1968-1969 and 1969-1970 by Program Type and Geographic Region	13
Table 6 -	Consortia-Sponsored International Programs Reported Initiated in Academic Years 1968-1969 and 1969-1970 by Program Type and World Geographic Region	14
Table 7 -	Comparison of the Extent of Involvement of U.S. Colleges and Universities in International Programs, 1967-1968 Versus 1969-1970	18
Table 8 -	Number of International Programs Per School, 1969-1970	19
Table 9 -	International Programs of U.S. Colleges and Universities by World Geographic Region and Type of Sponsoring Institution, 1969-1970	21

Page

Table 10 - International Programs of U.S. Colleges and Universities by World Geographic Region and Size of Student Enrollment, 1969-1970 23

Table 11 - Size of Institution and Degree of European Program Concentration, 1969-1970 24

Table 12 - International Programs of U.S. Colleges and Universities by World Geographic Region and Location of Campus in the United States, 1969-1970 26

Table 13 - International Programs of U.S. Colleges and Universities by Major World Geographic Region and Location of Campus in the United States, 1969-1970 29

Table 14 - Types of International Programs of U.S. Colleges and Universities by World Geographic Region, 1969-1970 30

Table 15 - Comparison of the Distribution of International Programs of U.S. Colleges and Universities by Type, 1968-1970 31

Table 16 - Topical Programs of U.S. Colleges and Universities by Subject Matter, 1969-1970 34

Table 17 - International Programs of U.S. Colleges and Universities by Program Type and Year of Inception 35

Table 18 - Technical Assistance Programs of U.S. Colleges and Universities and Their Coincidence with Area Studies in the Same World Geographic Region, 1969-1970 37

Page

Table 19 - Area Studies Programs of U.S. Colleges and Universities and Their Coincidence with Technical Assistance in the Same World Geographic Region, 1969-1970 39

Table 20 - Study Abroad Programs of U.S. Colleges and Universities and Their Coincidence with Area Studies in the Same World Geographic Region, 1969-1970 40

Table 21 - Area Studies Programs of U.S. Colleges and Universities and Their Coincidence with Study Abroad in the Same World Geographic Region, 1969-1970 41

Table 22 - Area Studies Programs by World Geographic Region and Level of Instruction, 1969-1970 44

Table 23 - Area Studies Programs Offering Masters' Study by World Geographic Region and Type of Offering, 1969-1970 45

Table 24 - Area Studies Programs Offering Doctoral Study by World Geographic Region and Type of Offering, 1969-1970 46

Table 25 - Summer Versus Winter Study Abroad Programs in Academic Years 1967-1968 and 1969-1970 by World Geographic Region 47

Table 26 - Consortia-Sponsored International Programs of U.S. Colleges and Universities by Type of Program and World Geographic Region, 1969-1970 49

Appendix A 51

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I. Technical Report for Contract Year June 1, 1971 to May 31, 1972

The Data Bank is an on-going information system which collects and stores data on international programs conducted by U.S. accredited four-year colleges and universities. The types of programs included in the Data Bank are defined in Section C of Part II of this report. Information collected is coded and stored on punch cards and processed by computer.

Each program is coded in two ways. Data cards are prepared which contain quantitative information concerning each program (type of program, source of funding, foreign area of focus, number of people involved yearly, etc.), as well as several characteristics of the U.S. university which administers the program. These data cards make possible the production of tables such as the ones that are found in Part II of this report.

The second method consists of condensing information about each international program into a verbal description which is punched on cards. Such paragraph descriptions, when stored on punch cards, enable the Data Bank to produce selected program inventories in terms of variables such as program type, subject matter, foreign area focus, U.S. sponsoring institution, funding source, and so forth.

Information currently stored in the Data Bank was initially collected for academic year 1967-1968. Over 1,500 schools were canvassed in the initial survey covering academic year 1967-1968. Eighty-four percent of the institutions contacted replied, either reporting they had no programs or listing international activities then in operation at their campuses. Follow-up forms were sent to those institutions having programs to obtain specific data on each international program and the resulting response rate for this portion of the inquiry was approximately 80%. Initial results from this survey were published in Bridges to Understanding: International Programs of American Colleges and Universities, co-authored by Irwin T. Sanders and Jennifer C. Ward and published by McGraw-Hill for the Carnegie Commission on Higher Education.

The second survey round commenced in May 1970. By the time of last year's report, 1,530 universities had been contacted and 2,649 programs identified,

2,496 of which were in operation in 1967-1968.* During the past contract year the second survey has been completed and the Data Bank now lists 2,318 international programs in operation for the academic year 1969-1970. An analysis of these programs is found in Section II of this report.

Data Bank activities during this last year (June 1, 1971 to May 31, 1972) have included the following:

1. The completion of information collection and processing for the academic year 1969-1970;

2. The production of an updated edition of our directory of area studies in the U.S. (expanded to include programs at Canadian and West European institutions);

3. The answering of inquiries from government agencies, students, faculty members and college associations.

A. <u>1969-1970 Information Collection</u>

Program inquiries for the 1969-1970 academic year were mailed during the period May 1970 to May 1971. Non-respondents were contacted approximately one to two months after each mailing. In some cases, a second and more individualized follow-up was also sent to insure the best possible response rate. The following types of inquiries were made:

1. Inquiries to institutions reporting programs in 1967-1968--Four hundred and forty-nine institutions reporting 2,226 programs in our last survey were asked to correct data for 1967-1968 and send us information on their 1969-1970 activities. A total of 407 schools or 91% replied (see Table 1). These schools returned a total of 1,825 of the program inquiries sent (82%).

. . . .

*An additional 153 identified programs were started after 1968 but were included in last year's tables.

Table 1 - TOTAL RESPONSES TO DATA BANK MAILINGS AS OF MAY 30, 1972

A. UPDATE OF INSTITUTIONS WHICH REPORTED PROGRAMS IN 1967-1968 (MAILING A)

# of Institutions Contacted	# of Returns	Response Rate	# of Program Inquiries Sent	# of Returns	Response Rate
449	407	91%	2,226 [1]	1,825 [1]	82%

B. INQUIRIES TO INSTITUTIONS WITH NO KNOWN PROGRAMS IN 1967-1968 (MAILING B)

# of Institutions Contacted	# of Answers Received	Response Rate
1,111	845 [2]	76%

C. INQUIRIES CONCERNING NEW PROGRAMS WHICH WERE IDENTIFIED FROM MAILINGS A and B

# of Schools Contacted	# of Programs Queried	# of Programs Received	Program Response Rate
480	1,244 [3]	972 [3]	78%

D. UPDATE OF CONSORTIA-SPONSORED PROGRAMS

# of Consortia Sent Summary Inquiry	# of Returns	Response Rate	# of Program Inquiries Sent	# of Returns	Response Rate
110	100	91%	211 [4]	190	90%

1. Includes some programs which started after 1968 as well as some duplication of inquiries which were later eliminated.
2. Of which 613 schools report no programs and 232 report programs. Some of the programs reported, however, were later eliminated as not meeting our definition of a program.
3. Includes some programs which were later eliminated because they were duplicates, were already coded, or did not meet our definition of a program.
4. There are additional consortia-sponsored programs run by nonprofit organizations rather than educational institutions. Their programs are monitored through publications and reports.

2. Inquiries to institutions with no known programs in 1967-1968--These colleges included non-respondents and schools reporting no programs from the first survey, and newly accredited institutions. Of the 1,111 schools included in this category, 845 or 75% of those contacted answered. Six hundred and thirteen still had no programs to report while 232 reported activities.

3. Inquiries concerning new programs--In response to all of the above inquiries we were informed of 1,244 new programs at 480 institutions. All were contacted and 972 or 78% responded. However many of these programs were later eliminated during the coding stage as duplicates of programs already coded or as not meeting our program definitions.

4. Inquiries to consortia-sponsored programs--One hundred and ten college and university consortia were sent summary inquiries as well as program inquiries regarding their 211 international programs identified in 1967-1968. Ninety-one percent of these organizations replied, returning information on 90% of their programs. An additional 107 consortia programs operated by non-profit organizations were monitored through publications and reports.

B. Area Studies Directory

Numerous requests were received for the 1971 edition of our area studies directory and it was decided to produce an updated and expanded version this year. In November 1971 a short request was sent to all the area studies directors listed in the previous directory asking for up-to-date information on their programs. In addition, inquiries concerning area studies programs were sent to all Canadian universities. The Data Bank also received a listing of area studies activities in Western Europe from Dr. Max Kohnstamm, ICED's European representative. The new directory was published in April 1972 and is entitled Area Studies on U.S. and Canadian Campuses: A Directory.

C. Requests

Information on international programs from the Data Bank has been made available to the academic community and other interested parties. Requests for information range from full summaries of all programs to specific information about a single program at a given university. Examples of requests answered include inventories of international programs in a specific country or discipline, programs located at a specified group of colleges, activities of a certain type, e.g. study abroad programs, area studies, etc. In addition agencies of the government sponsoring the Data Bank, namely the Office of Education, the Agency for International Development, and the Bureau of Educational and Cultural Affairs, are sent copies of updated paragraph descriptions and their accompanying data sheets as they are completed. Specific data requests are also answered from these agencies, as well as from the Peace Corps, U.S. Information Agency, National Science Foundation, Department of Commerce, and Congressional offices. As mentioned above, our most frequent request is for a listing of area studies and thus a 1972 edition of this publication was produced. A listing of European teaching and research centers operated by U.S. educational institutions overseas was another frequent request. We have appended such a listing to this report, based on information contained in the Data Bank (Appendix A).

D. Future Activities

On June 1, 1972 the International Council for Educational Development will terminate its sponsorship of the Data Bank. Arrangements have been made for a new agency to assume this responsibility. Future activities of the Data Bank will, of course, be influenced by the direction of its new sponsoring organization. ICED will facilitate such a transfer by providing all Data Bank materials (files, punch cards, code books, computer programs, etc.) to the Data Bank's new sponsor thus assuring program continuity.

II. Findings and Analysis

During the past contract year the ICED Data Bank completed its second survey round which yielded corrected data for the academic year 1967-1968 and new information on international programs for the school year 1969-1970. All data have now been coded and processed.

The Data Bank seeks to identify all international programs in operation at accredited four-year higher educational institutions in the U.S. In order to interpret the collected data we need to know the response rates achieved by the Data Bank inquiries. The higher the response rates, the greater confidence we can place in the results as accurately reflecting the field of international activities on U.S. campuses.

A. Survey Response Rate

Response rates from colleges and universities queried in the first (academic year 1967-1968) and second (academic year 1969-1970) surveys were high. Nearly 84% of the 1,530 schools contacted in the first survey responded to our "Summary Inquiry," including responses from all of the 152 largest institutions (in terms of enrollments). The "Summary Inquiry" provided us with a listing of all international programs run by an institution. Each individual program was then sent a "Program Inquiry" from which more detailed program information was obtained. The response rate to our "Program Inquiry" reached 79%. Some of the reported programs, however, were later discarded as they did not meet our program definitions. By the end of the first survey the Data Bank had identified a total of 2,496 international programs which were in operation in the 1967-1968 school year. Of this total, 293 programs were run by consortia and 2,203 by individual institutions.

In the second survey round covering academic year 1969-1970, 1,560 accredited four-year institutions were contacted, 449 of which were known to have had programs in 1967-1968 (see Table 1).

This latter group was asked to update the information provided in the first survey and inform us of any program deletions or additions since 1967-1968. Nearly 91% of these institutions

responded to our inquiries. Of the 1,111* schools with no known programs in 1967-1968, 76% responded to our "Summary Inquiry" (Table 1). In terms of all institutions contacted in the second survey, the Data Bank achieved an 80.3% response rate, only slightly lower than in the first survey. As in the first survey, the response rate for the 152 largest institutions was high with nearly 97% of this group reporting.

The response rate to our "Program Inquiry" in the second survey was virtually the same as in the first round, with 79.3% of such inquiries returned.** The second survey identified a total fo 2,318 international programs (including 279 consortia programs). Of this total 1,735 were programs identified in our first survey (1967-1968) and still in operation in 1969-1970, 126 programs which had been initiated prior to 1967-1968 and still in operation in 1969-1970 and which had not been identified in our first survey, plus 457 new programs begun in 1968-1969 and 1969-1970.

Response rates to our two surveys have been sufficiently high so that we feel confident that the proportional distribution of programs according to the several variables we have employed accurately reflects the field of international activities on U.S. campuses. In quantitative terms, however, we are not in a position to determine the actual size of the universe of international programs. We can, however, estimate the universe by attempting to inflate our program totals. We know, for example, that while 80% of all accredited four-year institutions responded to our inquiries, 97% of the 152 largest institutions did so. We also know . . . .

*This includes schools which were newly founded and/or received accreditations since 1967-1968 as well as schools which had not responded to our first survey and those schools which indicated they had no programs in that year.
**The response rate for update program inquiries (those directed to programs known to have been in operation in 1968) was 79.8% while the response rate of new program inquiries (directed to newly identified programs) was 78.1%. A total of 3,740 program inquiries were mailed in the second survey (2,496 update and 1,244 new).

that larger schools operate a disproportionately large number of programs. We would estimate, therefore, that we have canvassed and received responses from schools which operate over 90% of all existing international programs.* Assuming this estimate of 90% to be correct and taking into account our program inquiry response rate of 79%, about 71% of all international programs actually in operation in 1970 were identified in the second Data Bank survey. We would estimate the coverage rate to be only slightly higher in the 1967-1968 survey (approximately 73%).

Following the above line of reasoning and recognizing that the following are just estimates, there may have been as many as 3,419 programs in operation in 1967-1968 and as many as 3,265 in 1969-1970. In this analysis, however, we shall utilize the program totals identified in our two surveys. While we know that the universe of programs is larger than we have identified, our coverage is sufficiently large to make statistically valid our proportional distribution of programs according to our classifying variables.**

B. Program Reporting for 1968 and 1970

In order to compare the volume of international program activity in 1967-1968 and 1969-1970, we need to know the number of the earlier year's programs still continuing, the number which were reported terminated, the number of non-responses and the number of new programs identified (Table 2). Between 1968 and 1970 the Data Bank recorded a net loss of 178 programs. If, however, we add the 126 programs which were active in 1968 but not identified until the second survey, the total number of programs for 1968 rises to 2,622 and the net loss between 1968 and 1970 increases to 304.

Whether or not there was a true decline in the number of programs or more limited coverage on the part of the Data Bank is problematic. As . . . .

*In addition it is felt that many of the non-reporting schools have not responded because they do not operate international programs.
**These variables are program type, size of institution, type of institutional control, geographic location in the U.S., foreign geographic focus and year of inception.

TABLE 2 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES: RESPONSE RECORDS 1968 AND 1970

Total Programs		Regular*	Consortia**
Total identified Programs '68	2,496	2,203	293
Programs reported as terminated	-257	-201	-56
Non-responding programs	-504	-480	-24
Programs identified in '68 and reported continuing in '70	1,735	1,522	213
Newly identified programs operating in '68 and continuing in '70	126	120	6
New Programs '69, '70	457	397	60
Total identified Programs '70	2,318	2,039	279

* Programs run by individual schools

** Programs run by a consortium of schools or by non-profit educational organizations

we can see from Table 2, 504 programs identified in 1968 did not respond to our inquiries. It is our opinion that the termination rate of non-responding programs was higher than for reporting programs. However, if we make the optimistic assumption that the non-responding programs had the same continuation rate as responding programs (87.1%), 439 of these 504 programs would still be in operation in 1970 yielding a total of 2,757 programs. This would represent a 5.1% growth in total programs between 1968 and 1970. It is more likely, however, that the actual total was approximately the same in both years.*

C. Program Terminations and Additions by Type of Program and World Geographic Focus

Tables 3 through 6 present the number of programs reported to have been terminated and newly initiated (between 1968 and 1970) which were run by both individual schools (regular programs) and consortia. Terminations and additions in these tables are cross-classified by type of program and world geographic focus. The types of international programs as defined by the Data Bank, are as follows:

1. Area Studies
   Research or teaching programs on U.S. campuses with a foreign geographic area concentration (including committees) which include course offerings in three or more departments.

2. Topical Programs
   Structured research or teaching programs (including committees) on campus which include a strong international content, (e.g. population research, tropical agriculture, comparative education, international studies).

. . . .

*Additional programs were lost to the Data Bank due to non-responses to our "Program Inquiries" from programs identified in "Summary Inquiries" but the response rate in 1970 was virtually the same as in 1968 among this category. This tends to cancel out the advantage for either year.

TABLE 3 - INTERNATIONAL PROGRAMS REPORTED TERMINATED IN ACADEMIC YEARS 1968-1969 AND 1969-1970 BY PROGRAM TYPE AND WORLD GEOGRAPHIC REGION*

	World Geographic Region											
Program Type	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Middle East & North Africa	North America	Oceania	World-wide, Country Varies, & Misc.	Total	Percent
Area Studies	2	1	-	-	2	2	1	-	1	-	9	4.5
Topical	-	-	1	-	2	1	-	-	-	22	26	12.9
Other On-Campus	-	1	1	-	-	-	-	-	-	1	3	1.5
Study Abroad	-	1	-	-	19	9	1	4	-	1	35	17.4
Work Study & In-Service	1	-	2	-	-	2	1	-	-	-	6	3.0
Training	8	1	3	3	1	17	2	-	3	13	51	25.4
Faculty Abroad	-	2	1	-	2	2	-	-	1	2	10	5.0
Exchange	-	3	1	1	4	10	1	-	-	-	20	9.9
Technical Assistance	9	1	2	2	1	16	3	-	-	-	34	16.9
Research	-	-	-	1	-	4	-	-	1	1	7	3.5
Total	20	10	11	7	31	63	9	4	6	40	201	
Percent	9.9	5.0	5.5	3.5	15.4	31.3	4.5	2.0	3.0	19.9		100.0

* Please note that this table does not include consortia-sponsored programs.

TABLE 4 - INTERNATIONAL PROGRAMS REPORTED INITIATED IN ACADEMIC YEARS 1968-1969 AND 1969-1970 BY PROGRAM TYPE AND WORLD GEOGRAPHIC REGION*

	World Geographic Region											
Program Type	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Middle East & North Africa	North America	Oceania	World-wide, Country Varies, & Misc.	Total	Percent
Area Studies	3	3	5	1	12	16	2	2	-	1	45	11.3
Topical	3	1	-	-	-	1	-	-	5	31	41	10.3
Other On-Campus	-	-	-	-	-	-	-	-	-	-	-	-
Study Abroad	3	7	5	-	154	37	2	4	-	13	225	56.7
Work Study & In-Service	-	-	-	-	2	2	-	-	-	3	7	1.8
Training	1	1	1	-	1	5	1	-	1	13	24	6.0
Faculty Abroad	-	-	-	-	2	1	-	-	-	2	5	1.3
Exchange	1	2	-	-	12	3	1	-	-	-	19	4.8
Technical Assistance	3	-	5	7	1	7	3	-	-	-	26	6.5
Research	-	-	-	-	1	2	-	-	-	2	5	1.3
Total	14	14	16	8	185	74	9	6	6	65	397	
Percent	3.5	3.5	4.0	2.0	46.7	18.6	2.3	1.5	1.5	16.4		100.0

* Please note that this table does not include consortia-sponsored programs.

TABLE 5 - CONSORTIA-SPONSORED INTERNATIONAL PROGRAMS REPORTED TERMINATED IN ACADEMIC YEARS 1968-1969 AND 1969-1970 BY PROGRAM TYPE AND GEOGRAPHIC REGION

Program Type	World Geographic Region										Total	Percent
	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Middle East & North Africa	North America	Oceania	Worldwide, Country Varies, & Misc.		
Area Studies	3	1	2	-	-	1	-	-	-	1	8	14.3
Topical	-	-	-	-	-	-	-	-	-	-	-	-
Other On-Campus	-	-	-	-	-	-	-	-	-	-	-	-
Study Abroad	5	4	2	-	12	8	2	-	-	-	33	58.9
Work Study & In-Service	-	-	-	-	-	-	-	-	-	-	-	-
Training	-	-	1	-	-	2	2	-	-	2	7	12.5
Faculty Abroad	-	-	-	-	1	-	-	-	-	-	1	1.8
Exchange	-	-	1	-	-	-	-	-	-	-	1	1.8
Technical Assistance	-	-	-	-	-	-	-	-	-	-	-	-
Research	3	-	-	-	-	2	-	-	-	1	6	10.7
Total	11	5	6	-	13	13	4	-	-	4	56	
Percent	19.7	9.0	10.7	-	23.2	23.2	7.1	-	-	7.1		100.0

TABLE 6 - CONSORTIA-SPONSORED INTERNATIONAL PROGRAMS REPORTED INITIATED IN ACADEMIC YEARS 1968-1969 AND 1969-1970 BY PROGRAM TYPE AND WORLD GEOGRAPHIC REGION

	World Geographic Region											
Program Type	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Middle East & North Africa	North America	Oceania	Worldwide, Country Varies & Misc.	Total	Percent
Area Studies	-	2	-	-	-	1	-	-	-	-	3	5.0
Topical	-	-	-	-	-	2	-	-	-	7	9	15.0
Other On-Campus	-	-	-	-	-	-	-	-	-	-	-	-
Study Abroad	3	3	3	-	27	5	-	1	-	-	42	70.0
Work Study & In-Service	-	-	-	-	-	1	-	-	-	-	1	1.7
Training	1	1	-	1	-	-	-	-	-	-	3	5.0
Faculty Abroad	-	-	-	-	-	-	-	-	-	-	-	-
Exchange	-	-	-	-	1	-	-	-	-	-	1	1.7
Technical Assistance	-	-	-	1	-	-	-	-	-	-	1	1.7
Research	-	-	-	-	-	-	-	-	-	-	-	-
Total	4	6	3	2	28	9	-	1	-	7	60	
Percent	6.7	10.0	5.0	3.3	46.7	15.0	-	1.7	-	11.7		100.0*

* This figure does not equal 100.0% due to rounding.

3. Other On-Campus Programs
Organized programs involving international activity or international conferences on campus or in the surrounding community.

4. Study Abroad Programs
Programs which involve movement of U.S. students abroad during the school year or in the summer.

5. Work Study and In-Service Programs
Programs allowing students to travel abroad to work on a community project or to work in their chosen field (e.g. practice teaching).

6. Training Programs
Any internationally oriented training programs on campus which are operated for U.S. citizens (businessmen, Peace Corps volunteers, teachers, etc.), or programs for persons coming to this country (AID training centers, centers for English as a foreign language, etc.).

7. Faculty Abroad Programs
Organized programs allowing faculty members to travel abroad to study, teach, or conduct research. (Excludes opportunities for faculty travel abroad in connection with study abroad programs.)

8. Exchange Programs
Programs which involve a two-way exchange of students and/or faculty and materials. (See also Technical Assistance, below.)

9. Technical Assistance
Programs which have as their main goal the strengthening of a foreign institution (e.g. AID-university contracts), including unilateral programs as well as two-way exchange.

10. Research Programs
Major overseas research activities conducted in conjunction with a foreign institution.

As we can see from Table 3, nearly 60% of terminated regular programs are accounted for by three types of programs: Training (25.4%), Study Abroad (17.4%), and Technical Assistance (16.9%). In terms of world geographic focus, Latin America was the biggest loser with 31.3% of all terminations in this region. Looking at new regular programs (Table 4), Latin America was the second largest gainer, adding more programs in absolute terms than it lost. Close to half of all new regular programs focus on Europe, almost all of which are of the study abroad type. This last named type was itself responsible for nearly 57.0% of all new programs identified by the Data Bank. In addition, sizeable gains were registered by area studies and topical programs. Technical assistance programs also grew, but not enough to offset program terminations between 1968 and 1970.

Turning to consortia-sponsored programs, close to 60% of all recorded terminations were in the study abroad category (Table 5) with most of the remaining terminations in Area Studies, Training, and Research. Europe and Latin America were equally effected by such terminations followed closely by Sub-Saharan Africa.

In terms of new consortia programs (Table 6) fully 70.0% of additions are accounted for by Study Abroad programs, the majority of which focus on Europe. The European region alone can claim close to half of all new consortia programs with Latin America a weak second.

On balance Study Abroad programs are responsible for most total program additions (58.4%) as well as a fair share of terminations (26.5%). Other program types have either increased in number only marginally (e.g. Area Studies) or declined (e.g. technical assistance). In terms of geographic focus, Europe has increased its share of the total (accounting for 46.6% of all new programs) while most other regions remained about the same after terminations and additions are accounted for.*

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*The 504 non-response programs are not included in the termination tables. The distribution of all 1970 programs by program type and world geographic focus is presented in Table 14 below.

D. Spread and Degree of International Programs Activity, 1968 and 1970

In 1970, as in 1968, international programs continue to represent an important aspect of life at many schools in the nation. As presented in Table 7, 37.2% of all four-year accredited institutions of higher learning engaged in international program activities either through campus-run programs (31.9%) or as a member of a university or college consortium (5.3%). However, nearly 63.0% of all institutions either reported no such activities (41.1%) or did not respond to our inquiries (19.7%). The 1970 figures are nearly the same as those for 1968 (Table 7).

If we eliminate non-responding institutions, the rate of participation in international programs in 1970 rises to almost half of the responding schools (46.3%). The comparable figure for 1968 was 44.9%.

Of the 580 schools with international programs in 1970, 83 engaged in such activities solely through consortia participation, while 146 schools which ran their own programs also were consortia participants. Of the 1,560 schools canvassed, 14.7% were consortia participants.

One method of gauging the extent of international program involvement on campus is through measuring the number of such programs on a campus.* Table 8 presents the frequency of programs reported by the 497 institutions which ran their own international programs in 1970. As we can see, over half the institutions (56.6%) ran one or two programs while only 8.5% maintain more than 10. In 1970 the average number of programs per school was 4.1, down somewhat from 4.8 in 1968. The number of schools with more than ten programs declined as well from 53 in 1968 to 42 in 1970. These 42 schools ran 797 programs or 39.1% of the total, down considerably from the 1,235 programs (53.0%) run by the 53 schools with more than 10 programs in 1968.

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*The number of students and/or professors involved in international programs is another such measure. Unfortunately responses were erratic to these questions and such information was not tabulated.

TABLE 7 - COMPARISON OF THE EXTENT OF INVOLVEMENT OF U.S. COLLEGES AND UNIVERSITIES IN INTERNATIONAL PROGRAMS 1967-1968 VERSUS 1969-1970

	Institutions with no known International Programs	Institutions which participate in Consortia only	Institutions having their own programs	TOTAL
1968				
Number of institutions	955[a]	89	486[b]	1530
Percent	62.4	5.8	31.8	100.0
1970				
Number of institutions	980[c]	83	497[d]	1560
Percent	62.8	5.3	31.9	100.0

Notes:

a. Includes an estimated 250 non-respondents (or an estimated 16.3% of all institutions contacted)
b. Of this number 159 also participate in consortia programs
c. Includes 308 non-respondents (or 19.7% of all institutions contacted)
d. Of this number 146 also participate in consortia programs

TABLE 8 - NUMBER OF INTERNATIONAL PROGRAMS PER SCHOOL, 1969-1970

Number of Programs Conducted	Number of Schools Conducting Programs	Percent of Schools
1	190	38.2
2	91	18.3
3	51	10.3
4	36	7.2
5	33	6.6
6	19	3.9
7	9	1.8
8	13	2.6
9	3	0.6
10	10	2.0
11-15	19	3.9
16-20	11	2.2
21-30	8	1.6
31-40	2	0.4
41-50	1	0.2
51-58	1	0.2
	497	100.0

Total number of programs = 2039*

Total number of schools = 497

* Please note that this total does not include consortia-sponsored programs.

E. Programs by Type of University Sponsorship, Size and World Geographic Region

1. Sponsorship

Table 9 gives us a picture of the distribution of international programs among types of universities and colleges (in terms of its sponsorship:consortia vs. individual institution and for individual institutions, public vs. private and among private--sectarian, nonsectarian and proprietary), cross-classified by overseas focus of their programs.

Close to half (45.0%) of all international programs in 1970 are run by state universities and colleges and nearly 27.0% by private nonsectarian institutions. The next largest group of programs are controlled by consortia whose members may be public and/or private institutions (12.0%). Almost all of the remaining programs (16.0%) are located on campuses with sectarian ties. The distribution of programs among institutions according to sponsorship was found to be relatively stable between 1968 and 1970.

The most important world region in terms of program focus is Europe (both Eastern and Western). Between 1968 and 1970, the proportion of programs dealing with Europe increased from 31.1% to 36.1%. The share held by other regions either declined slightly or remained constant during this same period. "Worldwide and country varies" remained in second place with 22.4% and Latin America in third with 18.0%.

Increased European concentration is reflected in the changing distribution of state university sponsored programs. Whereas state schools showed a higher Latin American than European concentration in 1968 (25.3% vs. 21.5%), this position was reversed in 1970 with 27.0% of their programs focusing on Europe and 23.2% on Latin America. This reversal was brought about because of a decline in the number of Latin American programs (61 fewer) coupled with a slight increase in the number of European programs (25 more).

TABLE 9 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND TYPE OF SPONSORING INSTITUTION, 1969-1970

World Geographic Region	Public Institutions			Private Institutions						Consortia	Total	Percent
	Fed.	State	City	Nonsectarian	Protestant	Catholic	Jewish	Proprietary	Other			
Sub-Saharan Africa	-	63	1	38	10	3	-	-	-	11	126	5.4
East Asia	1	44	2	45	6	11	-	-	-	21	130	5.6
South Asia	-	71	-	24	9	1	-	1	-	13	119	5.1
S.E. Asia	-	36	-	9	2	1	-	-	-	6	54	2.3
Europe	7	282	5	242	118	55	-	-	4	123	836	36.1
Latin America	5	242	3	73	36	19	-	1	-	38	417	18.0
Middle East & North Africa	-	31	1	24	5	1	-	-	-	18	80	3.5
North America	-	13	-	4	-	-	-	-	-	3	20	0.9
Oceania	5	6	-	1	2	1	-	-	-	1	16	0.7
Worldwide, Country Varies, & Misc.	4	255	1	160	35	19	-	1	-	45	520	22.4
Total	22	1043	13	620	223	111	-	3	4	279	2318	
Percent	0.9	45.0	0.6	26.8	9.6	4.8	-	0.1	0.2	12.0		100.0

Private nonsectarian schools which concentrated heavily on Europe in 1968 (34.2%), increased that concentration by 1970 (39.0%).

2. Size

In 1968 schools with over 10,000 students enrolled accounted for almost half of all international programs. In 1970, however, they operated only 43.1% of all programs (Table 10). During this same period, small schools (enrolling less than 2,000 students) increased their share of total programs from 16.1% to 19.3%.

Looking at the relationship between size of institution and area of geographic focus (Table 10), we can see that smaller schools tend to have a high concentration of activity related to Europe. Among schools with less than 2,000 students, 51.0% of their international programs are related to Europe compared to 26.4% for schools with more than 10,000 students.

The degree of European concentration is brought out more clearly in Table 11. There is a clearly discernible tendency for European concentration to decline as the size of the institution increases. However, it should be noted that since 1968 the degree of European concentration has increased for every size category of institution, especially in the largest categories. This proportionate increase in European programs was more the result of terminated programs in non-European areas rather than an increase in new European programs.

In general the size of a school is related to the number of international programs it can effectively mount. It would appear, however, that European focused programs are the first to be established and are initiated even if other geographic areas cannot be serviced. As we shall see, many of these European programs are study abroad programs. As the size of the institution increases, there appears to be a tendency for

TABLE 10 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND SIZE OF STUDENT ENROLLMENT, 1969-1970

World Geographic Region	Consortia Programs	Size of Student Enrollment: Under 1,000	1,000-1,499	1,500-1,999	2,000-2,999	3,000-4,999	5,000-9,999	10,000-14,999	15,000-24,999	Over 25,000	Total	Percent
Sub-Saharan Africa	11	6	6	7	2	3	21	17	34	19	126	5.4
East Asia	21	5	15	11	2	7	18	11	23	17	130	5.6
South Asia	13	4	3	6	2	7	17	9	29	29	119	5.1
Southeast Asia	6	1	-	2	1	1	9	4	25	5	54	2.3
Europe	123	84	82	61	60	61	101	62	112	90	836	36.1
Latin America	38	26	20	18	13	27	82	50	81	62	417	18.0
Middle East & North Africa	18	2	1	8	2	6	6	5	15	17	80	3.5
North America	3	-	-	1	1	1	4	6	2	2	20	0.9
Oceania	1	1	2	-	1	-	1	-	12	-	18	0.8
Worldwide, Country Varies, & Misc.	45	23	27	23	17	25	95	60	119	84	518	22.3
Total	279	152	156	137	101	138	354	224	452	325	2318	
Percent	12.0	6.6	6.7	6.0	4.3	6.0	15.3	9.6	19.5	14.0		100.0

TABLE 11 - SIZE OF INSTITUTION AND DEGREE OF EUROPEAN PROGRAM CONCENTRATION, 1969-1970

	Size of Institution								
	Under 1,000	1,000-1,499	1,500-1,999	2,000-2,999	3,000-4,999	5,000-9,999	10,000-14,999	15,000-24,999	25,000 and over
Percentage of all programs which are European	55.5	52.6	44.5	59.4	44.2	28.5	27.7	24.8	27.7

the school to develop programs serving non-Western regions and cultures, and European programs to decline in relative importance. However, when growth of international activities either stabilizes or declines (as appears to have been the case in the period 1968 through 1970), these non-European programs seem to be the first casualties. The fact that many European programs are "study abroad" and such programs tend to be fully financed by the student participants themselves may partially account for the continued strength of European activities on campus.

Many of the non-European programs are area studies and technical assistance programs. The enhanced ability of larger institutions to mount area studies programs and secure government contracts in the field of technical assistance and exchange aids such institutions to expand their involvement to non-Western societies. As we have seen, however, a considerable number of program terminations were among technical assistance and area studies, in part because of reduced government and foundation spending in these areas between 1968 and 1970. These terminations affected larger institutions more than smaller ones, and non-European studies rather than European. The results are reflected in an increase in European concentration since 1968 and a decrease in the share of total program activity among the larger schools.

3. Geographic Region of the United States

Table 12 presents the overseas focus of colleges and universities by region of the United States in 1970. As in 1968, the East North Central region leads all sections of the U.S. in number of international programs, accounting for nearly 25.0% of the total. This, in large part, is a reflection of the international commitment of the large land grant universities in this section of the country. The Middle Atlantic region, with 19.0% of the total, and the Pacific region, with 13.8%, follow the East North Central.

TABLE 12 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND LOCATION OF CAMPUS IN THE UNITED STATES, 1969-1970*

World Geographic Region	United States Location**											
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	Other	Total	Percent
Sub-Saharan Africa	14	27	37	5	10	-	3	3	16	-	115	5.6
East Asia	11	27	24	9	4	4	-	7	23	-	109	5.3
South Asia	2	17	30	14	14	3	4	3	19	-	106	5.2
Southeast Asia	2	7	13	4	1	1	3	1	16	-	48	2.4
Europe	59	156	175	82	86	16	34	35	66	4	713	35.0
Latin America	12	48	92	33	45	18	30	42	54	5	379	18.7
Middle East & North Africa	5	12	20	7	6	1	-	5	6	-	62	3.0
North America	6	4	2	1	2	-	2	-	-	-	17	0.8
Oceania	-	1	-	-	-	-	-	1	15	-	17	0.8
Worldwide, Country Varies, & Misc.	36	88	113	52	58	20	16	23	67	-	473	23.2
Total	147	387	506	207	226	63	92	120	282	9	2039	
Percent	7.2	19.0	24.8	10.2	11.1	3.1	4.5	5.9	13.8	0.4		100.0

* Excludes consortia programs

**The states included in these regions are as follows:

NEW ENGLAND
- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

MIDDLE ATLANTIC
- New Jersey
- New York
- Pennsylvania

EAST NORTH CENTRAL
- Illinois
- Indiana
- Michigan
- Ohio
- Wisconsin

WEST NORTH CENTRAL
- Iowa
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- South Dakota

SOUTH ATLANTIC
- Delaware
- District of Colombia
- Florida
- Georgia
- Maryland
- North Carolina
- South Carolina
- Virginia
- West Virginia

EAST SOUTH CENTRAL
- Alabama
- Kentucky
- Mississippi
- Tennessee

WEST SOUTH CENTRAL
- Arkansas
- Louisiana
- Oklahoma
- Texas

MOUNTAIN
- Arizona
- Colorado
- Idaho
- Montana
- Nevada
- New Mexico
- Utah
- Wyoming

PACIFIC
- Alaska
- California
- Hawaii
- Oregon
- Washington

OTHER
- Canal Zone
- Guam
- Puerto Rico
- Virgin Islands

Of even greater interest than the volume of international activity in various regions of the country is the overseas focus of these regions. In Table 13 we have regrouped the overseas areas into five regions: Africa and the Middle East, Asia, Europe, Latin America and "Other and Worldwide." The New England schools display a heavy European concentration (40.0% of all programs) followed by "Other and Worldwide" and Africa and the Middle East. The Middle Atlantic region again has a heavy European emphasis (40.3%) with secondary focus on "Other and Worldwide," Asia and Latin America. The East North Central and West North Central, in addition to a high level of European activity, have considerable program activities relating to Latin America and Asia. The South Atlantic, East South Central, West South Central and Mountain regions have a particularly strong Latin American focus. The Mountain region is the only section of the U.S. where a non-European region claims more activity than Europe (Latin American programs account for 35.0% of this region total compared to 29.2% for Europe). The Pacific region has the most evenly distributed focus with Europe, Asia and Latin America sharing roughly the same proportion of total programs and "Other and Worldwide" leading the list by a slight margin.

F. International Programs by Type

The single most important program category is "study aborad," (Table 14) which accounted for nearly 37.0% of all international program activity in 1970. As we can see from Table 15, "study abroad" has considerably increased its share of total program activity from its 1968 level of 27.7%. All other program categories have declined in relative importance during this period and all but "study abroad" have declined in absolute terms.

It is not surprising that study abroad programs are the most common form of international activity. Such programs usually require little additional resources to mount, and student participants are generally required to cover the full

TABLE 13 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY MAJOR WORLD GEOGRAPHIC REGION AND LOCATION OF CAMPUS IN THE UNITED STATES, 1969-1970*

World Geographic Region	United States Location																						Total	Percent
	New England		Middle Atlantic		East North Central		West North Central		South Atlantic		East South Central		West South Central		Mountain		Pacific		Other					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
Africa & Middle East	19	13.0	39	10.1	57	11.3	12	5.8	16	7.1	1	1.6	3	3.2	8	6.6	22	7.8	-	-			177	8.6
Asia	15	10.2	51	13.2	67	13.2	27	13.0	19	8.4	8	12.7	7	7.6	11	9.2	58	20.6	-	-			263	12.9
Europe	59	40.1	156	40.3	175	34.6	82	39.6	86	38.0	16	25.4	34	37.0	35	29.2	66	23.4	4	44.4			713	35.0
Latin America	12	8.1	48	12.4	92	18.2	33	16.0	45	20.0	18	28.6	30	32.6	42	35.0	54	19.1	5	55.6			379	18.7
Other & Worldwide	42	28.6	93	24.0	115	22.7	53	25.6	60	26.5	20	31.7	18	19.6	24	20.0	82	29.1	-	-			507	24.8
Total	147	100.0	387	100.0	506	100.0	207	100.0	226	100.0	63	100.0	92	100.0	120	100.0	282	100.0	9	100.0			2039	100.0

* Excludes consortia programs

TABLE 14 - TYPES OF INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION, 1969-1970

	World Geographic Region											
Program Type	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Mid-East & North Africa	North America	Oceania	World-wide, Country Varies & Misc.	Total	Percent
Area Studies	47	60	46	13	103	115	25	4	3	14	430	18.6
Topical	8	5	3	2	8	22	-	-	7	305	360	15.5
Other On-Campus	1	-	-	-	-	1	-	-	-	9	11	0.5
Study Abroad	17	29	13	2	603	112	28	9	1	41	855	36.9
Work Study & In-Service	1	3	-	-	9	21	-	-	-	8	42	1.8
Training	10	10	6	5	12	28	9	2	4	115	201	8.7
Faculty Abroad	3	3	3	-	10	4	2	-	1	17	43	1.9
Exchange	6	19	5	4	88	44	4	4	1	-	175	7.5
Technical Assistance	30	1	36	28	2	54	8	-	-	2	161	6.9
Research	3	-	6	-	2	16	4	1	-	8	40	1.7
Total	126	130	118	54	837	417	80	20	17	519	2318	
Percent	5.4	5.6	5.1	2.3	36.1	18.0	3.5	0.9	0.7	22.4		100.0

TABLE 15 - COMPARISON OF THE DISTRIBUTION OF INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY TYPE, 1968 - 1970

Program Type	# of Programs 1968	Percent	# of Programs 1970	Percent
Area Studies	501	20.1	430	18.6
Topical	379	15.2	360	15.5
Other On-Campus	20	0.8	11	0.5
Study Abroad	692	27.7	855	36.9
Work Study & In-Service	51	2.0	42	1.8
Training	293	11.7	201	8.7
Faculty Abroad	61	2.4	43	1.9
Exchange	200	8.0	175	7.5
Technical Assistance	231	9.3	161	6.9
Research	68	2.7	40	1.7
Total	2496	100.0*	2318	100.0

* Figures do not total 100.0% due to rounding.

cost of such programs. It has also been suggested that sending a student abroad during the school term frees a place for an additional student on the home campus, thus increasing enrollments without commensurate cost increases.

In 1970 nearly 72.0% of all study abroad programs were directed toward Europe with a little more than 13.8% focused on Latin America. The few remaining programs are scattered about the world.

The second most frequent type of international program falls in the category "Language and Area Studies Centers" representing 18.6% of all programs. Unlike "Study Abroad," area studies are not primarily focused on Europe. Asia, taken as a whole, accounts for 27.7% of such programs, closely followed by Latin America with 26.7% and Europe with 24.0%. African studies centers represent 10.9% of the total with other regions of the world trailing far behind.

"Training programs" are another significant international activity, although the number of such programs has declined considerably since 1968. Most of these programs do not have a specific area focus. In general, however, they are directed toward developing areas (for U.S. nationals going abroad or foreign nationals coming to the U.S. for training).

"Technical Assistance" programs, which account for almost 7.0% of all international programs, have also declined in number since 1968. These programs are almost wholly directed toward developing areas distributed as follows: Asia, 40.4%; Latin America, 33.5%; Sub-Saharan Africa, 18.6%; and North Africa and the Middle East, 5.0%.

"Exchange programs" which involve a two-way flow of students, and/or faculty, and, in many cases educational materials as well, are much more heavily geared toward Europe. Half of such programs are European related compared to about 25.0% for Latin America, 16.0% for Asia and 8.6% for the rest of the world. As in most other program categories, the degree of European concentration has increased in 1970 compared to 1968.

"Research programs" represent a small fraction of total international program activity. This is not to imply that little research is being conducted on international topics, rather, the Data Bank has excluded from its purview research conducted by individuals. Nor has it separately covered research which is conducted within the framework of language and area studies centers or as part of many technical assistance projects. Such research activity that is included tends to be large-scale research, conducted overseas in conjunction with a foreign institution and of two or more years of duration.

The final program category we shall review is "Topical" programs. It accounts for over 15.0% of all international activities and includes structured research and/or teaching programs on campus which include a strong international content. They tend to be concerned with either specific problem areas (such as population or land tenure) or the application of a discipline or profession to international concerns (law, medicine, economics, etc.). As we can see from Table 14, most such programs do not have a specific world geographic focus.

A listing of topical programs by subject area is presented in Table 16. Nearly 22.0% of such programs are in the social sciences. International studies and international relations account for 19.7% and 14.2% respectively. Among applied professional fields, education with 10.5% of the total and agriculture with 4.7% lead the list.

It is interesting to note the wide spectrum of professional and disciplinary fields involved in international activities. International interests have spread beyond the traditional fields of international studies and diplomacy to encompass nearly all segments of the university and college community.

G. Programs by Type and Year of Inception

Table 17 presents all international programs in operation in the academic year 1969-1970 by year of inception. Fifteen percent of all such programs were initiated prior to 1960 with over 5.0% dating back over 20 years. About half the programs in operation in 1970, however, are no more than 5 years old.

TABLE 16 - TOPICAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY SUBJECT MATTER, 1969-1970

Subject Matter	Number of Programs Subtotal	Total	Percent
Humanities		12	3.3
Liberal Arts-General	1		
Arts, Drama, History, Literature and Music	9		
Religion	2		
Social Sciences		79	21.9
Social Science-General	19		
Anthropology	3		
Demography	11		
Economics	24		
Political Science	13		
Sociology	6		
Linguistics	3		
Physical Sciences		1	0.3
Engineering		3	0.8
Business		25	6.9
Management, Accounting and Miscellaneous	5		
International Business Administration	20		
Architecture		1	0.3
Communications		5	1.4
Law		14	3.9
Law-General	1		
International Law	6		
Comparative Law	4		
Law and Development	3		
Public Health		6	1.7
Public Administration		3	0.8
Home Economics		1	0.3

Subject Matter	Number of Programs Subtotal	Total	Percent
Education		38	10.5
Education-General and Miscellaneous	8		
Educational Development	2		
Education-Administration	2		
Teacher Training	1		
Comparative and International Education	25		
Agriculture		17	4.7
Agriculture-General and Miscellaneous	6		
Rural Development	2		
Agricultural Development	5		
Agronomy	2		
Other Agriculture	2		
Natural Resources		5	1.4
Water Resources	1		
Environmental Studies	3		
Miscellaneous	1		
Urban Studies		2	0.6
International Studies-Foreign Affairs		71	19.7
International Relations		51	14.2
Diplomacy/Foreign Service		5	1.4
Language Research Programs		11	3.1
Research		9	2.5
Latin American Studies	4		
Caribbean Studies	1		
African Studies	1		
Miscellaneous	3		
Subject Varies		1	0.3
Total	360	360	100.0

TABLE 17 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES
BY PROGRAM TYPE AND YEAR OF INCEPTION

	Year Began															
	Prior to 1950	1950 to 1954	1955 to 1959	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69	'70	No Date	Total
Area Studies	34	18	42	18	16	17	14	27	34	23	36	37	19	20	75	430
Topical	30	13	28	10	14	10	16	19	28	27	28	35	17	26	59	360
Other On-Campus	1	-	-	2	1	1	1	1	1	-	3	-	-	-	-	11
Study Abroad	39	22	39	28	17	48	41	61	54	57	56	77	132	109	75	855
Work Study & In-Service	1	1	4	-	1	2	2	1	2	1	4	3	-	4	16	42
Training	8	10	16	8	10	14	11	12	10	7	26	21	12	10	26	201
Faculty Abroad	4	2	-	4	3	1	3	3	5	3	6	2	1	4	2	43
Exchange	7	3	14	5	8	8	17	13	16	14	19	23	10	7	11	175
Technical Assistance	-	4	10	3	4	8	14	24	12	16	20	17	10	14	5	161
Research	-	-	-	5	3	4	2	2	2	5	5	6	5	-	1	40
Total	124	73	153	83	77	113	121	163	164	153	203	221	206	194	270	2318
Percent	5.3	3.1	6.6	3.6	3.3	4.9	5.2	7.0	7.1	6.6	8.8	9.5	9.0	8.4	11.6	100.0

In last year's final report covering the academic year 1967-1968 we saw that the years 1966-1967 and 1967-1968 were the most active years in terms of new programs initiated. For programs in operation in 1969-1970, academic year 1967-1968 still leads in terms of number of programs initiated. After that year there appears to be a decline in new program starts. It should also be noted that between 1967-1968 and 1969-1970, 60.0% of all programs begun were study abroad programs. While new programs were started in other program categories during this period, they did not fully offset the number of programs terminated in these categories in the same period (see Table 15).

H. Technical Assistance and Area Studies

In Section D we looked at a school's degree of involvement in international activities in terms of the number of such programs on a campus. Substantively, however, it is more interesting to see if there is any pattern of international involvement on a campus rather than simply to quantify such involvement. In Table 18 we have attempted to obtain a substantive measure of an institution's involvement by investigating whether or not technical assistance and area studies programs concerned with a related geographic area exist on campus.

We have assumed that the presence of an on-going research and teaching center dedicated to work in a given geographic area would serve as an added dimension to any technical assistance project such a school might undertake. Thus we examined whether or not a school with a technical assistance program in a particular area of the world also had an on-going area studies center concerned with the same geographic region. This in no way assumes that the technical assistance program on the campus is articulated (formally or informally) with the area studies center. However, if such a related center exists, there is the possibility of collaboration while, if there is none, no cooperation is possible.

As we can see from Table 18, less than 42.0% of technical assistance projects are located on a campus which has an area studies center focussing on the same region. The lack of a complementary

TABLE 18 - TECHNICAL ASSISTANCE PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH AREA STUDIES IN THE SAME WORLD GEOGRAPHIC REGION, 1969-1970*

World Geographic Region	Technical Assistance programs at institutions having Area Studies in the same geographic region		Technical Assistance programs at institutions not having Area Studies in the same geographic region		Total number of Technical Assistance programs	
	Number	Percent	Number	Percent	Number	Percent
Sub-Saharan Africa	13	43.3	17	56.7	30	100.0
East Asia	-	-	-	-	-	-
South Asia	14	41.2	20	58.8	34	100.0
Southeast Asia	7	30.4	16	69.6	23	100.0
Europe	2	100.0	-	-	2	100.0
Latin America	25	50.0	25	50.0	50	100.0
Middle East & North Africa	1	12.5	7	87.5	8	100.0
North America	-	-	-	-	-	-
Oceania	-	-	-	-	-	-
Worldwide, Country Varies, & Misc.	-	-	2	100.0	2	100.0
Total	62	41.6	87	58.4	149	100.0

* Excludes consortia programs

on-campus area studies center is particularly acute with regard to technical assistance programs in the Middle East and North Africa, South and Southeast Asia, and Sub-Saharan Africa. The situation is relatively good for technical assistance projects in Latin America.*

Table 19 inverts the relationship and asks how many area studies centers are located on campuses which have a technical assistance project in the same geographic area. As we can see, only about 10.0% of all area studies programs are on a campus with a technical assistance project in the same geographic region. This is not surprising in that the number of area studies programs is considerably greater than the number of technical assistance projects. Also a number of area studies centers are concerned with Europe, a region within which few technical assistance projects are mounted. The data does indicate, however, that the presence of an area studies program on a campus does not often lead to the mounting of a technical assistance project in the same geographic area.

It must be underlined that the existence of an area studies center and technical assistance project concerned with the same geographic area does not necessarily lead to cooperation or collaboration. Whether or not such reinforcement does exist cannot be determined from our data.

I. Study Abroad and Area Studies

We have examined the presence (or absence) at U.S. colleges and universities of study abroad and area studies in related regions, and the findings are presented in Tables 20 and 21. As we can see from Table 20, nearly 25.0% of all study abroad programs are found on campuses with an area studies program for the same geographic region.** As in the case of technical assistance

. . . .

*We excluded Europe from our analysis because of the very small number of technical assistance projects in this geographic region.
**This represents a considerable improvement over 1968 when this proportion stood at less than 13.0%.

TABLE 19 - AREA STUDIES PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH TECHNICAL ASSISTANCE IN THE SAME WORLD GEOGRAPHIC REGION, 1969-1970*

World Geographic Region	Area Studies programs at institutions having Technical Assistance in the same geographic region		Area Studies programs at institutions not having Technical Assistance in the same geographic region		Total number of Area Studies programs	
	Number	Percent	Number	Percent	Number	Percent
Sub-Saharan Africa	6	13.0	40	87.0	46	100.0
East Asia	-	-	50	100.0	50	100.0
South Asia	7	15.6	38	84.4	45	100.0
Southeast Asia	3	15.8	16	84.2	19	100.0
Europe	6	5.9	96	94.1	102	100.0
Latin America	20	17.9	92	82.1	112	100.0
Middle East & North Africa	1	4.2	23	95.8	24	100.0
North America	-	-	4	100.0	4	100.0
Oceania	-	-	3	100.0	3	100.0
Worldwide, Country Varies, & Misc.	-	-	11	100.0	11	100.0
Total	43	10.3	373	89.7	416	100.0

* Excludes consortia programs

TABLE 20 - STUDY ABROAD PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH AREA STUDIES IN THE SAME WORLD GEOGRAPHIC REGION, 1969-1970 *

World Geographic Region	Study Abroad programs at institutions having Area Studies in the same geographic region		Study Abroad programs at institutions not having Area Studies in the same geographic region		Total number of Study Abroad programs	
	Number	Percent	Number	Percent	Number	Percent
Sub-Saharan Africa	4	36.4	7	63.6	11	100.0
East Asia	5	31.2	11	68.8	16	100.0
South Asia	5	55.6	4	44.4	9	100.0
Southeast Asia	-	-	2	100.0	2	100.0
Europe	121	24.9	365	75.1	486	100.0
Latin America	35	38.0	57	62.0	92	100.0
Middle East & North Africa	3	18.7	13	81.3	16	100.0
North America	-	-	6	100.0	6	100.0
Oceania	-	-	1	100.0	1	100.0
Worldwide, Country Varies, & Misc.	1	2.6	37	97.4	38	100.0
Total	174	25.7	503	74.3	677	100.0

* Excludes consortia programs

TABLE 21 - AREA STUDIES PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH STUDY ABROAD IN THE SAME WORLD GEOGRAPHIC REGION, 1969-1970 *

World Geographic Region	Area Studies programs at institutions having Study Abroad in the same geographic region		Area Studies programs at institutions not having Study Abroad in the same geographic region		Total number of Area Studies programs	
	Number	Percent	Number	Percent	Number	Percent
Sub-Saharan Africa	4	8.9	42	91.1	46	100.0
East Asia	5	9.0	51	91.0	56	100.0
South Asia	4	9.0	41	91.0	45	100.0
Southeast Asia	-	-	13	100.0	13	100.0
Europe	56	55.0	46	45.0	102	100.0
Latin America	29	25.9	83	74.1	112	100.0
Middle East & North Africa	3	12.5	21	87.5	24	100.0
North America	-	-	4	100.0	4	100.0
Oceania	-	-	3	100.0	3	100.0
Worldwide, Country Varies, & Misc.	1	9.1	10	90.9	11	100.0
Total	102	24.5	314	75.5	416	100.0

* Excludes consortia programs

and area studies, the existence of these two types of programs on one campus does not imply cooperation, but the absence of a complementary area studies program precludes any possibility of area studies supporting study abroad programs.

It is interesting to note that study abroad programs in Europe (which represent over 71.0% of all non-consortia study abroad programs) are usually located on a campus without a complementary area studies program. This fact tends to reinforce the notion that study abroad in Europe is often the first international program offered by an institution. However, European study abroad often relates more closely to traditional language programs on campuses as well as to traditional content in history and political science courses.

Where a study abroad program is directed toward a non-European area, there is greater possibility that the school has a related area studies program (as in the case of East Asia, South Asia, Latin America and Sub-Saharan Africa). But even in these areas, the majority of such study abroad programs are located on a campus with no complementary language and area studies program.

Table 21 inverts the above matrix and compares the presence of study abroad programs on campuses with a related area studies center. Again we see that the link between these two types of programs is weak. Only 24.5% of all area studies centers are located at institutions with study abroad programs in a related geographic area. This, however, is a considerable increase over 1968 when this figure stood at only 15.5%.

J. Degree and Non-Degree Programs of Area Studies Centers

Area studies centers represent a particularly important form of international program activity. Such centers usually involve the cooperative efforts of various academic departments and often professional schools as well. Most are engaged in teaching activities and nearly all engage in some international research.

Table 22 sets forth all non-consortia area studies programs by level of instruction offered in academic year 1969-1970. As we can see, over half such centers are involved in graduate level instruction, and most of these offer both M.A. and Ph.D. level instruction (some of these centers engage in undergraduate instruction as well). About 43.0% of area studies centers are concerned exclusively with undergraduate level programs.

Table 23 presents Masters' level area studies programs by type of course offered and world geographic focus. About a third of such Masters programs offer a major in the given area study while 26.0% offer instruction but the degree itself is granted by another department. Only 9.3% focus exclusively on research (engaging masters' level students in research activities but not offering a degree program itself).

Europe and Latin America together account for over 46.0% of all Masters' level studies followed by East Asia (16.7%) and Sub-Saharan Africa (12.1%).

Of the 140 area studies centers which offer doctoral level programs, less than a quarter offer a doctoral major while a third see their students receive their degrees from another department (Table 24). As in the case of Masters' level programs, doctoral programs tend to focus on Europe (26.3%) and Latin America (20.3%) followed by East Asia (14.9%) and Sub-Saharan Africa (13.5%). Other world geographic regions trail well behind.

K. Summer Versus Winter Study Abroad

As we have seen, study abroad programs are numerically the most important category of international activity run by colleges, universities and consortia. Table 25 presents the distribution of study abroad programs according to world geographic focus and summer versus winter timing for academic years 1967-1968 and 1969-1970.

The division between summer and winter (academic year) study abroad programs are roughly the same in both academic years with slightly less than 6 out of 10 such programs occuring during the regular academic season and 4 out of 10 during the summer recess.

TABLE 22 - AREA STUDIES PROGRAMS BY WORLD GEOGRAPHIC REGION AND LEVEL OF INSTRUCTION, 1969-1970*

World Geographic Region	Level of Instruction: M.A. Level Only	Ph.D. Level Only	M.A. & Ph.D. Levels	M.A. & Ph.D. Levels - No Degree	Total Graduate Programs	Undergraduate Level Only**	Total Graduate & Undergraduate Programs
Sub-Saharan Africa	11	4	13	2	30	16	46
East Asia	13	2	19	4	38	18	56
South Asia	7	2	13	2	24	20	44
Southeast Asia	4	1	4	1	10	3	13
Europe	17	6	31	4	58	45	103
Latin America	20	5	23	4	52	60	112
Middle East & North Africa	3	-	14	1	18	6	24
North America	1	-	3	-	4	-	4
Oceania	-	1	-	1	2	1	3
Worldwide, Country Varies, & Misc.	-	-	-	-	-	11	11
Total	76	21	120	19	236	180	416
Percent	18.3	5.0	28.8	4.6		43.3	100.0

* Please note that this table excludes consortia-sponsored area studies programs.

** Please note that these programs offer only undergraduate study. They include both degree-granting and non-degree programs. Programs which offer both graduate and undergraduate instruction are included in graduate programs.

TABLE 23 - AREA STUDIES PROGRAMS OFFERING MASTERS' STUDY BY WORLD GEOGRAPHIC REGION AND TYPE OF OFFERING*
1969-1970

World Geographic Region	Type of Offering: Major	Minor	Both Major and Minor	Research	Degree Other Dept.	Total	Percent
Sub-Saharan Africa	5	6	-	2	13	26	12.1
East Asia	16	5	5	5	5	36	16.7
South Asia	7	6	-	2	7	22	10.2
Southeast Asia	1	4	-	1	3	9	4.2
Europe	17	8	11	4	12	52	24.2
Latin America	19	13	5	4	6	47	21.9
Middle East & North Africa	6	2	-	1	9	18	8.4
North America	1	2	-	-	1	4	1.9
Oceania	-	-	-	1	-	1	0.4
Worldwide, Country Varies, & Misc.	-	-	-	-	-	-	-
Total	72	46	21	20	56	215	
Percent	33.5	21.4	9.8	9.3	26.0		100.0

* Excludes consortia area studies programs

TABLE 24 - AREA STUDIES PROGRAMS OFFERING DOCTORAL STUDY BY WORLD GEOGRAPHIC REGION AND TYPE OF OFFERING*
1969-1970

World Geographic Region	Type of Offering: Major	Minor	Both Major and Minor	Research	Degree Other Depart.	Total	Percent
Sub-Saharan Africa	2	6	3	-	9	20	13.5
East Asia	5	3	2	2	10	22	14.9
South Asia	4	2	1	-	8	15	10.1
Southeast Asia	2	1	-	-	1	4	2.7
Europe	7	13	6	2	11	39	26.3
Latin America	8	14	-	4	4	30	20.3
Middle East & North Africa	6	1	-	1	6	14	9.5
North America	1	1	-	-	1	3	2.0
Oceania	1	-	-	-	-	1	0.7
Worldwide, Country Varies, & Misc.	-	-	-	-	-	-	-
Total	36	41	12	9	50	148	
Percent	24.3	27.7	8.1	6.1	33.8		100.0

* Excludes consortia area studies programs

TABLE 25 - SUMMER VERSUS WINTER STUDY ABROAD PROGRAMS IN ACADEMIC YEARS 1967-1968 AND 1969-1970 BY WORLD GEOGRAPHIC REGION

World Geographic Region	1967 - 1968			1969 - 1970		
	Summer	Winter	Total	Summer	Winter	Total
Sub-Saharan Africa	3	11	14	4	11	15
East Asia	7	15	22	11	18	29
South Asia	3	4	7	3	8	11
Southeast Asia	-	2	2	-	2	2
Europe	163	274	437	237	351	588
Latin America	48	33	81	57	50	107
Middle East & North Africa	11	16	27	10	18	28
North America	5	3	8	7	2	9
Oceania	-	1	1	-	1	1
Worldwide, Country Varies, & Misc.	14	13	27	19	21	40
Total	254	372	626	348	482	830*
Percent	40.6	59.4	100.0	41.9	58.1	100.0

* The total number of Study Abroad programs for 1969-1970 is 855. However, 25 programs lacked information on summer-winter timing.

Europe is clearly the most popular geographic region for both summer and winter programs, accounting for 70.0% of all programs in both academic years. Summer programs, however, focus slightly less on Europe and more on non-European areas. For example, Latin American programs, which stand in second place, account for 16.4% of the summer total in 1970 compared to only 10.4% of that year's winter total.

L. Consortia

As we have seen, a number of institutions have organized themselves into consortia for the purpose of undertaking international program activities. In addition several non-profit educational organizations sponsor international programs (mainly of the study abroad type). Table 25 cross-classifies the 279 consortia programs identified in our survey of academic year 1969-1970 according to program type and world geographic focus.

The majority of consortia programs are of the study abroad type (63.9%), about two-thirds of which relate to Europe. Smaller but significant numbers of consortia programs are devoted to topical and training programs. Few consortia programs are found among the remaining program types.

In terms of geographic focus, 44.0% of all consortia programs focus on Europe, an increase from 39.6% in 1967-1968. Next in relative importance in 1969-1970 is "Worldwide" (no specific focus) with 16.1% followed by Latin America claiming 13.6%. Other world geographic areas trail well behind.

The trend in consortia programs since 1968 appears to be greater concentration on study abroad programs and increased European focus. Information collected in the next Data Bank survey should indicate whether or not this trend is continuing.

M. Conclusion

In this report we have reviewed the findings of the ICED Data Bank's second survey and have sought to trace the changes in international program activity on U.S. campus between 1967-1968 and 1969-1970.

TABLE 26 - CONSORTIA-SPONSORED INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY TYPE OF PROGRAM AND WORLD GEOGRAPHIC REGION, 1969-1970

	World Geographic Region											
Program Type	Sub-Saharan Africa	East Asia	South Asia	S.E. Asia	Europe	Latin America	Middle East & North Africa	North America	Oceania	World-wide, Country Varies, & Misc.	Total	Percent
Area Studies	1	4	2	-	-	3	1	-	-	3	14	5.0
Topical	-	-	1	-	-	4	-	-	-	22	27	9.7
Other On-Campus	-	-	-	-	-	-	-	-	-	2	2	0.7
Study Abroad	6	13	4	-	117	20	12	3	1	2	178	63.9
Work Study & In-Service	1	-	-	-	-	3	-	-	-	1	5	1.8
Training	1	3	2	1	3	-	5	-	-	9	24	8.6
Faculty Abroad	1	-	1	-	-	-	-	-	-	4	6	2.1
Exchange	-	-	-	-	3	3	-	-	-	-	6	2.1
Technical Assistance	-	1	2	5	-	4	-	-	-	-	12	4.3
Research	1	-	1	-	-	1	-	-	-	2	5	1.8
Total	11	21	13	6	123	38	18	3	1	45	279	
Percent	4.0	7.5	4.7	2.2	44.0	13.6	6.5	1.0	0.4	16.1		100.0

No major expansion in international programs has been observed and there are some indications that the volume of such activity has either remained constant or slightly declined. There appears to be greater concentration on study abroad type programs and increased European focus for international programs as a whole.

We have also noted a slight shift in the number of programs run by large versus small institutions with the latter group of schools gaining in importance. We have also seen that the average number of programs per school has declined slightly but have also observed the strength and continued growth of study abroad programs.

The period 1967-1968 to 1969-1970 was one in which funds for international activities declined, a reversal of conditions in the early and mid-sixties when such funds were expanding. In light of these more difficult financial conditions the field of international program activities appears to have stood up rather well. We must wait for the next survey round, however, to see how these programs have faired under the increasingly difficult financial conditions recently experienced by many schools in the U.S.

The Data Bank has reached its full operational stage with the completion of its second survey round. Data sheets and paragraph descriptions have been completed for all 2,313 programs contained in the Data Bank. Operational procedures have been tested and refined and procedures for tabulation and analysis have been perfected. The Data Bank can also proudly claim high response rates to its two completed survey rounds. With its system fully tested, the Data Bank is in an excellent position to commence its next round of information collection.

Appendix A
Research and Teaching Centers in Europe Operated by U.S. Colleges, Universities and Consortia, 1969-1970

AUSTRIA

Association of Colleges and Universities for International-Intercultural Studies, Inc. (Nashville, Tennessee)
University of Graz

Stanford Overseas Campus (Stanford, California)
Stanford Overseas Campus - Vienna

BELGIUM

Boston University (Boston, Massachusetts)
Army Education Center - Brussels

FRANCE

Council on International Educational Exchange (New York, New York)
Center at the University of Nice
Center at the University of Paris
Center at the University of Rennes

Stanford Overseas Campus (Stanford, California)
Center for Advanced Language Training - Tours

Stanford Overseas Campus (Stanford, California)
Stanford Overseas Campus - Tours

GERMANY

Boston University (Boston, Massachusetts)
Army Education Center - Berlin
Army Education Center - Frankfurt
Army Education Center - Heidelberg
Army Education Center - Mannheim
Army Education Center - Munich
Army Education Center - Stuttgart

Kalamazoo College (Kalamazoo, Michigan)
Kalamazoo Center - Bonn
Kalamazoo Center - Erlangen
Kalamazoo Center - Hannover
Kalamazoo Center - Munster

GERMANY (cont.)

Lawrence University (Appleton, Wisconsin)
Lawrence University German Study Center - Eningen

Stanford Overseas Campus (Stanford, California)
Center for Advanced Language Training - Hamburg

Stanford Overseas Campus (Stanford, California)
Stanford Overseas Campus - Stuttgart

University of Oklahoma (Norman, Oklahoma)
University of Oklahoma - Munich Center

GREAT BRITAIN

Fairleigh Dickinson University (Rutherford, New Jersey)
Fairleigh Dickinson University - Wroxton College

New England College (Henniker, New Hampshire)
New England College - Arundel Branch (Arundel, Sussex)

Stanford Overseas Campus (Stanford, California)
Stanford Overseas Campus - Cliveden, Buckinghamshire

University of Evansville (Evansville, Indiana)
English Center - Grantham

ITALY

American Universities Field Staff (New York, New York)
Center for Mediterranean Studies - Rome

Boston University (Boston, Massachusetts)
Army Education Center - Naples

Dominican College, Institute of Fine Arts (Racine, Wisconsin)
Dominican College, Institute of Fine Arts - Florence

Johns Hopkins University Overseas Campus (Washington, D.C.)
Bologna Center

Louisiana Technical University (Ruston, Louisiana)
Louisiana Tech. - Rome Campus

Loyola University (Chicago, Illinois)
Loyola University Rome Center of Liberal Arts

ITALY (cont.)

Rhode Island School of Design (Providence, Rhode Island)
Rhode Island School of Design - European Honors Program: Rome

Stanford Overseas Campus (Stanford, California)
Stanford Overseas Campus - Florence

Trinity College (Hartford, Connecticut)
Rome Campus

SPAIN

Council on International Educational Exchange (New York, New York)
University of Seville

Kalamazoo College (Kalamazoo, Michigan)
Kalamazoo Center - Segovia

Stanford Overseas Campus (Stanford, California)
Center for Advanced Language Training - Salamanca

SWITZERLAND

Regional Council for International Education (University of Pittsburg, Pennsylvania)
R.C.I.E. European-American Study Center

YUGOSLAVIA

Portland State University (Eugene, Oregon)
Portland State University Center at Zagreb University